

Editorial

The great news we want to share with authors, reviewers, and readers is that ***Beyond Words*** online journal is now indexed by Google Scholar. Thanks to George M. Jacobs for his suggestions, and to all authors and reviewers who courageously support our young journal.

The first three perspective or current issue articles are about the shift to learner-centered learning and learners as the important agents. **Phillip A. Towndrow**, National Institute of Education, Nanyang Technological University, Singapore, explores critical thinking using a real world example. The second article by **Andrias Tri Susanto**, Graduate School, Widya Mandala Catholic University, Surabaya, Indonesia, discusses the benefits and challenges of reflection in teacher education. The third article by **George M. Jacobs**, James Cook University, Singapore, proposes that educators not view the differences of cooperative and collaborative learning by their names, but pay more attention to teachers' and students' experiences in doing the interaction, and the goals they reach. These approaches are by all means not the end in itself, but they could be beneficial for both learning in general and English language learning, as well. The latter is implemented in the fifth article, a study on students' autonomous learning and English vocabulary improvement reported by **Feng Teng**, Nanning University, China. The findings suggested that teachers must collaborate to develop materials and effective interventions, and create the conditions that support learners' autonomy.

Soudabeh Tabatabaei, University of Mysore, Mysore, India, & **Maryam Farnia**, Payame Noor University, Iran, investigated the relationship between students' English language proficiency and their pragmatic comprehension of refusal speech acts. However, findings did not show any correlation so that a separate pragmatic functions and language norm should be taught.

A pendulum going from written and spoken English, and vice versa, happens in Indonesia—as in other countries, as well. The sixth article by **Ashadi**, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia, is an attempt to understand teachers' beliefs in the swing of the curricula following the pendulum and standard-based education.

The seventh article, a study reported by **Frans Manurung** and **Ignatius Harjanto** both from Universitas Katolik Widya Mandala, Surabaya, Indonesia, is an action research on the use of local cultural content. It was found that knowledge about cultural content was crucial in students' vocabulary mastery. Familiarity and schematic knowledge aroused students' interest and motivation in learning English vocabulary.

Our huge appreciation to the reviewers, which is also mentioned by some authors, goes to the reviewers, **Andrew Lian**, Suranaree University of Technology, Thailand, **Deepti Gupta**, Punjab University, India, **Eugene Sadtono**, Universitas Ma Chung, Malang, Indonesia, **Patrisius Istiarto Djiwandono**, Universitas Ma Chung, Malang, Indonesia, **Wendy Kasten**, Emerita Professor of Kent State University, USA, **Veronica L. Diptoadi**, Universitas Katolik Widya Mandala, Surabaya, Indonesia, **Siti Mina Tamah**, Universitas Katolik Widya Mandala, Surabaya, Indonesia, **Rouhollah Askari Bigdeli**, Yasouj University, Iran, **Mateus Yumarnamto**, Universitas Katolik Widya Mandala, Surabaya, Indonesia. Without them, the above articles could not appear as they are now.

Our appreciation goes to all authors. Your contribution means a lot for the growth of the knowledge and practice, both in general education and English language learning.

The Editors